

VISIT...

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Tutor Teaching Tips

Lesson 42: Long e Digraphs • Part 1

MATERIALS

Letter page

Introducing Long e Digraphs



10–15 minutes

Point to the pictures on the letter page and read the words under them. Ask the child what vowel sound he/she hears in each of the words (long *e*). Point out the *ea*, *ee*, and *ie* digraphs, and explain that these letters together stand for the /ē/ sound in these words. Have the child read the words at the bottom of the page with you. Ask the child to point to the letters that stand for the /ē/ sound in each of the words.

Word cards

Have the child sort the word cards according to the long *e* digraphs.

Blend Words



5–8 minutes

Letter cards:
d, r, e, a, m, c,
r, s, t, g, l;
Workmat

Give the child the letter cards *d, r, e, a,* and *m*, and have the child make the word *dream* in the row of five boxes as he/she pushes the letters into the boxes while saying the sounds. Remind the child that two letters make the /ē/ sound in the word. Say the word *cream* and ask the child what letters he/she needs to replace on the workmat to make the word *cream*. Then repeat with the words *steam* and *gleam*.

Letter cards:
t, r, e, a, t, w, h, c
Game cards

Repeat the process with the following words: *treat*, *wheat*, and *cheat*.

Spread the cards face down over the table. Have the child turn over two cards and read the words. If the words are from the same word family, for example, *need* and *speed*, the child can keep the words. If not, the child turns the cards over and it is your turn.

Teach High-Frequency and Story Words



5–8 minutes

Flash cards:
always, very,
where

Read each new high-frequency word to the child as you hold up the flash card. Have the child look at each card and repeat the word. Then spell it out loud, saying the letter names. As you spell the word, have the child repeat each letter name and write it in the air with his/her finger.

Flash cards:
nectar, other,
should

Read each story word to the child while you hold up the card. Have the child repeat each word several times while looking at the card. Explain what the word *nectar* means. Have the child think of a sentence for each word.

Flash cards:
complete set

Read each review high-frequency word with the child as you hold up the card. Then combine all the cards and flash the cards several times for the child as he/she says each word. Tell the child the word if he/she forgets.

Tutor Teaching Tips

Lesson 42: Long e Digraphs • Part 2

MATERIALS

Letter page

Letter cards:
g, r, e, e, t, s, l,
w, h;
Workmat

Letter cards:
g, r, e, e, d, t, w, s
Flash cards

Practice sheet

Decodable book:
Bee and Flea

Decodable book;
Take-home
practice sheet

Game cards

Review Part 1



5–10 minutes

If the second part of the lesson is done on a different day, show the child the letter page and review the digraphs.

Give the child the letter cards *g, r, e, e, t* and have the child make the word *greet* in the row of five boxes as he/she pushes the letters into the boxes while saying the sounds. Remind the child that two letters make the /ē/ sound in the word. Say the word *sweet* and ask the child what letters he/she needs to replace on the workmat to make the word *sweet*. Then repeat with the words *sleet* and *sheet*.

Repeat the process with the following words: *greed, tweed, and steed*.

Show the child the flash cards one at a time and have the child read each word. Repeat several times.

Decoding Practice



15–20 minutes

Have the child sound out each word as he/she runs his/her finger under the letters in each word. Then have the child say the whole word. Point out the *-ed* endings on *leaped* and *dreamed*. Point out the *-y* ending on *squeaky* and remind the child that *y* has the long *e* vowel sound when it's at the end of two-syllable words.

Have the child sound out the review words in row 2. Point out the two parts of *inside* (in/side) and have the child sound out each part before blending them together.

Have the child read the high-frequency words in rows 3 and 4 as quickly as he/she can, without sounding them out. If the child hesitates on a word, tell him/her the word and have him/her repeat it.

Have the child read the phrases in row 5 and the sentences in row 6, sounding out the decodable words and saying the high-frequency words quickly.

Have the child read the decodable book aloud. Ask the child to sound out decodable words. If he/she has difficulty sounding out a word, say the word slowly and have the child repeat it. Have the child read the high-frequency words and story words quickly, without sounding them out. If the child doesn't know a high-frequency or story word, tell him/her the word.

When the child has finished reading the book, ask the child to tell you what made Lee the Flea different from other fleas.

Home Connection

Encourage the child to take the book home to read with a family member or to practice reading the book in his/her own time. Tell the child that you will listen to him/her read the book the next time you are together. Have the child complete the take-home practice sheet with a family member.

Optional Activity

If time permits, play the game from Part 1 again.

Long e Digraphs



bee



peach



field

beach **ble**ak **dream** **che**ap **ne**at

scree**ch** **spee**d **pee**k **see**n **swee**p **dee**r **gree**t

grief **chie**f **shie**ld **yie**ld **belie**f

reach

teach

flea

bleak

sneak

heap

glee

speech

beep

creep

wheel

steer

grief

chief

field

thief



d	r	e	a	m
c	r	s	t	g
l	t	w	h	e
n				



bleach

peach

sneak

squeak

seal

deal

need

speed

peel

heel

sneer

steer

brief

thief

three

tree

always

where

very

other

nectar

should

live

what

are

do

come

as

all

has

now

would

INSTRUCTIONS: Ask the child to practice reading the words and phrases below before reading the book.

1 New words	queen • meet • leaped • dreamed speak • dear • sweet • sleep • three squeaky • grief • field
2 Reviewed words	inside • sucking • biting • bite • so long • happy • we • no
3 New h-f words	there • you • day • one • where are • should • very • where • always
4 Reviewed h-f words	now • has • all • come • as • do what • live • are • would
5 Phrases	leaf on a beach three weeds leap and scream
6 Sentences	I see a lean sheep in a field. Eat sweet cream each week.

INSTRUCTIONS: Have the child find the words with long e digraphs in the word search.

I	S	B	F	S	H	I	E	B
T	W	E	E	Z	E	R	S	E
A	H	A	L	A	S	O	L	U
B	I	C	U	T	L	S	E	V
T	P	H	R	E	F	L	E	N
T	N	B	M	J	E	E	P	C
A	H	U	A	D	E	O	E	I
N	W	H	E	A	T	N	S	D



sleep
beach

tweezers
wheat

jeep
feet